



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

dwells on the remarkable influence exercised by Darwin over the method of investigation of organic nature, by treating the discovery or accumulation of facts, not as an end, but as a means for generalisation, thus bringing natural history into a line with other inductive sciences.

The value of the work is materially increased by the addition of numerous well executed original illustrations, besides various plates derived from Haeckel's works and other sources, some of them American. It has also a good Index which will add much to its usefulness. Ω.

GRUNDRISS DER NATURLEHRE FÜR DIE OBEREN CLASSEN DER MITTELSCHULEN. Von Dr. E. Mach. Ausgabe für Gymnasien. Mit 358 Abbildungen. 315 pp Vienna and Prague : F. Tempsky. Leipsic : G. Freytag.

The principles that have guided Professor Mach in the preparation of these outlines of Physics, are in the main as follows :

The concepts and notions of physical science should not be set forth dogmatically, but should be presented as much as possible under the influence of the actual natural facts that lead to them. Hypotheses and theories should be employed only when actually necessary. Long mathematical developments and pages of formulae only impede the scholar's total view of his subject and afford of themselves no insight. *Logical* finish should not be sought after in elementary presentations ; the method of the inculcation of truths should, so to speak, be *psychological* : the method of their acquisition.

From the brief statement of these guiding principles, the reader will observe that Professor Mach's conception of the proper form of an elementary text-book, differs greatly from that usually entertained. The method of presentation is not the dogmatic, the "logical," which sets forth a science as a ready-made and perfected, mystically created, product ; but the genetic, the historical, the natural. We are constantly made aware, in the study of this book, of what knowledge really means and what it does not. We are not treated, in its introductory chapter, as we are in most of the text-books of Physics, to disquisitions on the insolubility of the questions What is Matter, What is Energy, What is Force, and to like professions of metaphysical ignorance, which make us wonder how people can request us to read hundreds of pages about things it is impossible to have knowledge of ; but we are presented throughout with a simple statement and description, in terms of facts, of what our fundamental, as well as our derived, notions *are*, and what their import. It is unnecessary to say that the need of such a book is very great. And it is pleasant, constantly to discover how well its idea has been executed. Concise, unburdened by unnecessary and self-evident developments, it is in our judgment a model of elementary exposition.

With characteristic modesty, Professor Mach disclaims all pretension to having fully realised his conception, and views his performance simply as an attempt. The book was submitted, before publication, to a number of competent educators, whose advice in regard to alterations was frequently acted upon. μκρκ.